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ABSTRACT

This paper contains summaries of the following surveys of student publications and student journalists: "Federally Funded Indian Schools and Student Publications," which outlines school programs and journalism instruction; "How Journalism Schools Serve Student Journalists," which details available services for students; "School Press Associations Serve School Publications in 1975," which examines the extent and role of school press associations in journalism instruction; "School Press Workshops Survive," a state-wide assessment of existing journalism workshops; "Why Be a Student Journalist," which surveys advisers' conceptions of student motivation; and "Emerging Rights of Student Journalists," an analysis of legal issues. (KS)

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[Minor Inquiries Concerning Student Publications and Student Journalists.]

By Laurence R. Campbell, Director

Quill and Scroll Studies, 1975

Student journalists in federally funded Indian schools generally face a solitary struggle in trying to guarantee survival of their student media. Data gathered from 14 of the 20 secondary schools indicate that they get little outside help.

Eight reported that they received help from local or regional news media, but none received help from the U. S. Office of Education to improve the school press. One received help from the National Council of Teachers of English, two from state institutions of education, three from the state department of public instruction, and three from schools of journalism in the state. Three received help from a state or regional school press association.

All of the fourteen schools participating accommodate at least four grades. Five give eighth grade education and four give seventh grade instruction. Some are day schools and some are boarding schools. The ten schools reporting enrollment figures accommodate 3840 boys and girls.

Eight of the schools reported that it was difficult to employ a teacher with the desirable background in education; seven that funds are not available to provide an adequate journalism laboratory.

Family incomes are too small for students to have the purchasing power sufficient to make the school a good consumer market, according to seven schools. Five also report that family incomes are too small to enable our students to buy student publications. Then, too, there are few advertisers close enough to schools to advertise in student media.

Five schools report that they have not stimulated the interest in writing to make publications attractive. Federal funds appear to be adequate in general, but may not be sufficient to provide library and resource materials in journalism.

Of the 14 schools reporting, 14 have student councils; 8, a chorus; 10, dramatics; 13, intramural athletics; 14, interschool athletics; 10, career groups; 11, an honor society; 14, field trips or plant tours.

Ten have curricular and 11 have co-curricular activities in journalism. Ten have journalism courses with credit; 10, English courses which include journalistic writing; 14, courses which include news reading or newspaper study; 9, which include study of the First Amendment.

Four have handwritten newspapers circulated among the students; 8, a bulletin board newspaper; 10, a magazine for literary or creative contents; 14, a yearbook; 11, a newspaper; none a Quill and Scroll chapter; 2, a journalism club.

Student journalists in every state should investigate the scope of opportunities in student journalism for teenagers in federally funded secondary schools

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for Indians. Cooperative efforts should be developed to improve the situation in each state.

HOW JOURNALISM SCHOOLS SERVE STUDENT JOURNALISTS

By Laurence R. Campbell, Director
Quill and Scroll Studies

Graduate level research centered on high school journalism in 1975 was almost non-existent in 33 schools and departments of journalism, but many offered a wide variety of services to student journalists and publication advisers.

The number providing these services to Quill and Scroll Studies is noted here:

28 offer courses to help publication advisers meet state journalism requirements
27 offer programs to help undergraduates qualify for bachelor's degrees and state journalism certificates
21 offer courses for advisers-teachers at times other than in the summer
20 cooperate with state or regional school press associations
20 provide a single course for publication advisers
16 sponsor a summer clinic, workshop, or institute for student journalists
14 enroll present or future publication advisers in programs leading to a master's degree in journalism
14 offer several courses to help publication advisers in journalism
12 sponsor a school press association or program with an office and headquarters on the campus
4 only offer a summer course for publication advisers

None of the 33 schools reported completion of a doctoral dissertation in this field, but the completion of these master's degrees reported:

Preparation of the High School Journalism Teacher: Certification Requirements Related to Teacher Needs by Carolyn Cowger McCune, West Virginia University

Journalism Teaching-Advising Courses at West Virginia University and 103 Other Schools by Pamela D. Yagle, West Virginia University

Brenda Ware Eaton completed A Survey of the Conditions, Equipment, and Facilities for High School Publications in Indiana. The study is in the Ball State University library.

Professor Thomas Eveslage of McCloud State University conducted a survey of newspaper, yearbook, and magazine advisers in 50 central Minnesota high schools in April-May, 1974. The study dealt with adviser's attitudes toward regional publication workshops. Findings were reported in the MHSPA Newsletter and The C.S.P.A.A. Bulletin.

Professor James W. McCarty, Jr., investigated the university student press in the Middle East, Caribbean area, Africa, and Latin America.

Carol Kathleen Driscoll wrote a senior honors thesis entitled Rights and Responsibilities: The First Amendment and the High School Press Adviser. The writer is a University of Wisconsin student. The publication can be obtained from JEA.

News items from participating schools:

West McCloud conducts from ten to twelve regional high school press workshops and offers a newspaper critique service.

Ball State journalism teachers serve as consultants or "trouble shooters" to journalism teachers and publication advisers in Indiana.

McCloud duplicates a monthly newsletter for advisers in central Minnesota and cooperates in regional workshops.

University of Wisconsin Extension publishes a newsletter, conducts contests and critical services, provides advisory services and resources materials. Its program is outstanding in the nation.

Henderson State University conducts a journalism workshop each year, but now plans to develop audiovisual materials on a free loan basis. Dr. Claude Sumerlin speaks at career day meetings and supervises teacher interns.

Temple University has sponsored the Temple Press Tournament for 32 years.

University of Kansas directs the regional and state writing competition, coordinates arrangements for annual meetings; handles administrative details of Kansas School Press Association; including memberships.

Mankato State conducts Media days workshops, guest speakers, and other features.

California State University sponsors Newspaper Fund Institutes and publishes a newsletter and resource materials. A member of its faculty usually is an officer in the Orarge County Journalism Education Association.

Iowa State is host to the state school press association every third year.

University of Hawaii sponsors a workshop for newspaper advisers on Saturdays in January and February. Professor John Luter is a judge in the statewide competition sponsored by the Hawaii Publishers Association.

Suffolk sponsors the Greater Boston High School Newspaper Competition each January.

University of Oklahoma is national headquarters for Future Journalists of America founded in 1958. Professor J. F. Paschal prepared the new edition of Newspaper Fundamentals for School Publications of Columbia Scholastic Press Association. He is the editor of The C.S.P.A.A. Bulletin.

Texas Christian sponsored two field days in 1975.

Minnesota cooperated with the Newspaper Fund, Minneapolis and St. Paul dailies in an urban journalism workshop for minority students.

Tennessee developed a student opinion index--a poll taken at summer journalism workshops. It will push for improvements in certification.

University of Georgia through the Georgia Association of Journalism Directors made a survey of financial aspects of student publications. It provides the headquarters for Georgia Scholastic Press Association and GAJD and cooperates with JEA.

Florida A. and M. may develop a summer workshop for student journalists.

University of Nebraska at Omaha meets with advisers in the metropolitan area, judges newspapers, conducts panels. There were eleven areas of competition in the 1975 April conference.

Murray State sponsors one-day seminars in writing and layout.

Arkansas State sponsors a Journalism Day that attracts 350 students. They compete in ten contests.

The data gathered in the Eaton study of 61 Indiana high schools is similar to those made in various states and regions in these respects:

1. More than 25 per cent of the publication advisers "had little or no training in journalism."
2. "Twenty per cent had no publication experience before teaching."
3. Thirty-one per cent gave no credit for work on the newspaper.
4. Fifty-one per cent gave no credit for work on the yearbook.
5. Seventy per cent shared space used for publications with other teachers.
6. Space and facilities data revealed a need for cameras, darkrooms, typewriters.
7. Forty-nine per cent of the newspapers are published every two weeks.

A somewhat eneven study, the report reiterates the need in Indiana as in most states for:

1. Employment of publication advisers who are qualified by academic work and experience--that is, a minor or major in journalism.
2. Spaces and facilities specifically designed for publications activities.
3. Courses in credit for both newspaper and yearbook staff members.

4. Publication of newspaper every two weeks--or oftener--so that newspapers will be news papers.

While the study touched on production problems, it was not the intention to examine business management or publication financing. Similarly it did not cover publication opportunities for minorities or students First Amendment rights.

Unfortunately both state and national studies leave one question unanswered: Is anyone going to do anything about it?

SCHOOL PRESS ASSOCIATIONS SERVE
SCHOOL PUBLICATIONS IN 1975
By Laurence R. Campbell, Director
Quill and Scroll Publications

Since the days of World War I school press associations have helped teachers and students to produce student publications. For example, in 1975 Governor Hilton J. Shapp proclaimed November 14 school press day to celebrate the 50th anniversary of the Pennsylvania School Press Association.

In fact 11,425 student journalists and publication advisers attended 11 state school press conferences in 1975. Membership served is 2320. Membership fees by school or publication range from $5 to $15. They serve both newspapers and yearbooks, some including magazines and news broadcasts.

The number offering traditional services is: newsletter, 9; critical service, 9; directory, 7; career information, 6; on-the-spot competition, 4; style sheet, 1; film and book borrowing service, 1.

Few organizations take the initiative to develop sustained cooperation with state organizations which have common interests. For example, none approached the state NCTE or the state school board organization.

The number developing contacts was: state press associations, 6; state newspaper publishers, 5; state department of education, 4; state principals' organization, 3; regional accrediting agencies, 2; state school librarians, 2.

Three sponsored campaigns to encourage local high schools to write a history of their school publications, a project of unique merit in the bicentennial year. None developed a curricular guide in journalism-mass media.

None sought an official opinion on the state attorney general on First Amendment rights of student journalists. Six provided lists of recommended journalism books published in the 1970s; ten circulated lists of helps of national organizations; five conducted research projects related to high school journalism. Four urged newspaper publishers to send student journalists to summer workshops.

Problems reported by associations:

10 financing
10 no journalism courses
10 heavy teaching loads
9 recession, inflation
6 inadequate space, facilities
3 censorship by school boards
4 no written policy guidelines
4 censorship by principals
4 no state journalism certificate
2 inadequate library resources
2 poor teaching schedules
2 textbook selection problems
1 low certification requirements
1 bus controversy

The number out of the 11 associations cooperating who checked these statements as "generally true" of their constituency is:

7 The majority of yearbooks generally emphasize the traditional approach.
8 Some newspapers have reduced the size or frequency of issues or columns.
3 Newspapers generally are published every two weeks or oftener.
3 Magazines are generally published two to four times a year.
3 Newspapers and newsmagazines differ little in content or treatment of news.
6 In one or more instances principals or school boards have violated the First Amendment rights of high school journalists.
3 Newspaper advisers in this area generally agree with conclusions in Captive Voices.
4 There are no federally funded secondary schools for American Indians in this area.
7 There are few American Indians attending secondary schools in this area.
5 Schools with significant minorities or with many students from low income homes have difficulty in financing their publications.
5 Girls in high schools in our area are showing more concern about the lack of programs and facilities in girls' sports compared with boys' sports.
6 Advisers frequently complain about the poor reading ability of high school students.
7 Teachers frequently complain about the poor writing of high school students.
5 Student journalists generally get as much recognition as do students in other activities except sports.
6 Many advisers choose the editor-in-chief of their publications.
8 Many advisers read all editorial content of their publications.
10 Only a minority of advisers affiliate with JEA or CSPAA.
1 Many advisers advocate what they designate as the "new" journalism.
7 Few newspapers regularly publish news involving depth coverage or investigative reporting.
5 Fear of reprisal as well as unpleasantness deter many newspaper staffs that otherwise might attack racism, sexism, provincialism, or controversial issues.
5 Many a newspaper is simply a house organ characterized by triviality, innocuousness and uniformity produced by passive editors for passive readers.
3 Professional newspapermen generally are unconcerned in this area with the First Amendment rights of student journalists.
8 In some instances there is evidence of a free, vigorous press, but the student journalists and advisers expose themselves to risk.

One association executive said:

1. We need associations to prepare certification criteria for experienced advisers in opposition to a young adviser with a degree in communication.

2. We need help to get journalism on a par with athletics.

3. We need help for state associations of secondary schoci principals to really become aware of press groups.

Too much attention has been given to First Amendment rights and minority group needs, another executive asserted. "Such an emphasis detracts from the true goals and missions that are not being met."

None reported a newspaper abolished or suspended because of official diapproval of either news or opinion content.

Another association executive deplores:

1. Opinion polls "carefully designed to bring out the right answers."

2. "Please that students have unlimited right to freedom of the press."

3. Reluctance of student journalists to recognize their need for instruction and guidance--even on spelling, grammar, punctuation.

He points out that it often is necessary for the adviser to read all editorial copy to be sure that students verified facts and write correctly. The adviser he indicates is a teacher and consultant--a qualified adult who can help student journalists avoid humiliating mistakes and sometimes dangerous errors.

Quill and Scroll Studies thanks the associations for participating. They are among the better associations in the country. The improvement of the Colorado High School Press Association in recent years is noteworthy.

SCHOOL PRESS WORKSHOPS SURVIVE

By Laurence R. Campbell, Director
Quill and Scroll Studies

Despite the inflation, recession, and other problems 1' summer school institutes, workshops served 2070 student journalists in programs ranging from a few days to five weeks. Only three enrolled fewer than one hundred students.

The program at Northwestern reached 23 states. Nearly all serve students in nearby states. In one instance the program involved only 180 minutes a day in classroom or laboratory, but many required five or more 60-minute periods a day.

Intensive study of the practical problems of producing student media concerned these topics, each given at least 60 minutes attention. The number of programs including these subjects is reported here:

10	Yearbook editorial problems
12	Newspaper editorial problems
5	Publication financial problems
11	Getting and writing news
10	Editorials, columns, reviews
8	Student opinion, polls, letters
3	Literary magazine--creative writing
11	Editing written and pictorial copy
11	Headlines, makeup, cutlines
7	Print media
3	Nonprint media
3	Radio-television
11	Photography
11	Typography
10	Censorship

Several programs give attention also to staff organization and to relationships between administration-faculty, and advisers-editors.

Since most of these workshops emphasize coping with problems of student publishing, it is not surprising that such topics as non-print media and radio-television receive scant attention.

Failure of these programs to cover financial problems--a major problem across the U. S.--should be corrected--even programs of only a few days. Strong programs like those at Indiana and Oklahoma, for example, recognize the need to consider financing, advertising, and circulation in depth.

Both CSPA and NSPA sponsor the evaluation of literary magazines so their inclusion is not only relevant but desirable. Surely we should take creative writing seriously if we encourage creative editing.

Since Ohio U., Syracuse, and Blair sponsor substantial programs, this study would have been worthwhile had data from them been provided. All programs listed in school press media are invited to cooperate.

Only six short course programs for advisers were reported. Attendance totaled 98.

Six of the programs for student journalists published a printed newspaper, two a duplicated newspaper, one a newsmagazine, three a miniature yearbook.

The Northwestern program was founded in the early 1930s by Professor W. R. Slaughter; Professor F. G. Arpan was associated with it for many years.

WHY BE A STUDENT JOURNALIST?
By Laurence R. Campbell, Director
Quill and Scroll Studies

Why do high school students participate in activities? Robert L. Buser, Ruth Long, and Hewey Tweedy asked this question in the October, 1975, Phi Delta Kappan. Their article was entitled "The Who, What, Why, and Why Not of Student Activities."

In the fall of 1975 Quill and Scroll Studies invited JEA officers, regional and state directors as well as other publication advisers recognized for their professional achievements to cooperate.

Since advisers frequently try to stimulate intellectual curiosity and accurate fact finding, it seemed fair and reasonable to ask them for their opinions on issues not requiring investigation.

First, they were asked to rate as extremely important, important, slightly important, or unimportant the reasons why students in "your school" participate in high school press activities.

They rated them in this order (the lower the score the better):

1.5 Personal achievement
1.8 Meets personal needs, interests
1.8 Broadens personal, social contacts
1.9 Fun, personal enjoyment
1.9 Develops leadership ability
2.0 Explore learning experience not in regular school program
2.3 Supplement, enrich classroom experience
2.5 Participating in identifying, solving school problems
2.5 Serve the school
2.7 Prepare to become a more effective citizen
2.8 Because friends participate
2.8 Prepare for vocation
3.0 Achieve popularity, social status
3.2 Improve relations with teachers, administrators
3.2 Earn letters, awards
3.5 Please parents, family
3.8 Because teachers expect it
4.2 To get picture in yearbook

Similarly advisers rated reasons why students do not participate in school press activities. (The lower the score, the better the reason.) Conclusions:

2.5 Have job outside school
3.2 Activities are irrelevant to students' needs
3.2 Activities are scheduled after school
3.2 Activities are teacher dominated
3.2 Grades are not high enough
3.4 Unaware that activities are available

3.5 They are not chosen for the activity
3.5 It's not the in-thing to participate
3.7 Faculty sponsors are not interested in extra-class activities
3.8 Parents disapprove of activities
3.8 It costs too much to participate
4.0 Activities not available for one sex

Advisers were invited to check the statement with which they agree. Results:

Our schools help children to think about right and wrong and also help them to behave according to their thinking - 1.

Schools help children to think about right and wrong, but they have little impact on the child's moral behavior - 5.

At present schools help children behave normally, but do little to help them understand moral issues, 4.

The schools have little impact on any of the child's moral thought or behavior - 1.

Advisers were asked to check a yes or no reaction to these statements. The number of yes answers is reported:

A person is moral who:

1. Obeys the laws enacted and enforced by government agencies, 1.
2. Obeys the dictates of his own conscience, 8.
3. Thinks clearly about issues of right and wrong, 11.
4. Follows dominant societal mores governing sexual behavior, 4.
5. Shows genuine concern about the rights and welfare of others, 11.
6. Follows the rules of his church or closest reference group, 5.
7. Does what is expected of him by society, 5.

The extent to which advisers approved of these topics for editorials, columns, or depth investigative articles in a school news medium is indicated by a figure for the number approving:

Political corruption, 8
Breakdown of family life, 11
Changing sexual mores, behavior, 9
International conflict, warfare, 7
Decline of personal honesty, 11
World poverty, starvation, 8
Glorification of winning in sports, 10
Decline of religion, 9
Lack of respect for authority among young people, 11
Sexism in high school sports, 11
Alcoholism among teenagers, 11
Life styles, 11

The extent to which advisers recognize problems student journalists may face in the next decade:

1. Inadequate space and facilities and inadequate library resources, 5
2. Tendency of yearbooks to be stereotyped and imitative, 6

3. Failure of schools to offer mass media and journalism courses, 10
4. Adult reluctance to grant student journalists First Amendment Rights, 10
5. Inadequate funding of newspapers so they can publish every two weeks, 9
6. Failure of schools to employ publication adviser with at least a minor in journalism-mass media, 6
7. Reluctance of advisers to give up authoritarian practice of choosing editors, 5
8. Official resistance to investigative and depth articles on controversies, 9

While publication advisers presumably should be interested in why teenagers want to become student journalists, this inquiry did not draw a response from even one JEA officer and elicited only four responses from the regional and state directors.

Because of the limited response from JEA leaders and from advisers recognized by the Newspaper Fund, no conclusions on the issues examined is made. The co-operation of those who did participate--including some able and outstanding advisers--is appreciated.

EMERGING RIGHTS OF STUDENT JOURNALISTS

By Laurence R. Campbell, Director
Quill and Scroll Studies

What are the press lights of student journalists? Does the principal, superintendent, or school board have the final word? These questions remain unanswered in many states for the attorney-general has not issued an official opinion.

Students do not "shed their constitutional rights ... at the schoolhouse gate," as the U. S. Supreme Court stated in the Tinker case in 1969. Some school administrators seem not to accept this statement in their own jurisdictions.

"School districts have had to pay more and more attention to a growing list of student rights, mandated by courts at all levels," according to Roy K. Wilson, former executive director of National School Public Relations Association.

In 1972 that association published a special report entitled Student Rights and Responsibilities: Courts Force Schools to Change. Editors of Education U. S. A. planned to publish a new report late in 1975.

Meanwhile the association printed a bulletin entitled: Emerging Rights of Students based on the Minnesota model. A bulletin similar in purpose has been issued in New York. California has issued a consumers' guide.

Howard B. Causey, commissioner of education in Minnesota, wrote in the foreword:

> A great number of evidences of the need for attention to student rights exhibit themselves in our changing society. They include student restlessness and alienation; judicial emphasis on due process; the decision that the Constitution does not stop at the schoolhouse door and the

emergence of a culturally distinct youth class--biologically and intellectually more than those of past generations; the growth of the universal demand for having a hand in the decisions which affect one's destiny; and the impact of the Constitutional amendment which lowered the age of majority and therefore increased the status, as well as the numbers, of those who are now enfranchised.

The commissioner stressed the importance of:

1. According the students those rights which are mandated by law
2. Engaging in good ... practices which have regard for the dignity of the individual student...
3. Promoting those activities which will lead students to understand that there are restrictions connected with individual rights and freedoms.

The philosophical basis for guidelines is stated thus:

1. One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted free expression under the First and Fourteenth Amendments...

2. Since school should be a meaningful and relevant experience, the matter of free expression should be incorporated in present educational practice.

Accordingly "students have the right to express personal opinions in writing in student publications and participate in publishing such publications. The publishing and editorial policies governing student' publications should be in written form."

Similarly "any publication sponsored or in any way funded by the school shall be known as a 'school' publication as different from a 'student' publication. Thus the school publication should reflect the total life of the school community."

For emplification the student journalist and his adviser may consult Trager's Student Press Rights and Stevens and Webster's Law and the Student Press. Safley's Say It Safely will introduce them libel, copyright, and invasion of privacy.

To determine whether the student journalist could get a statement from his attorney general, Quill and Scroll invited the 50 state attorney generals to report whether an official opinion was available in their states.

Many reported that their offices had not issued an official statement of the civil liberties of First Amendment rights of high school journalists. Cooperating officials who gave similar statements were from Texas, Georgia, Tennessee, North Dakota, South Carolina, Wisconsin, Nebraska, New Mexico, Illinois, Michigan. California had no official statement, but it had issued a consumer protection guide. The New Hampshire was "simply unable to comply."

The attorney general of Virginia reported that it had issued no official statements, but referred to the decision of April 14, 1975, of a case involving a high

school newspaper in the U. S. District Court of Appeals in Baltimore.

The Kentucky attorney general in a letter to a high school newspaper editor in June, 1975, said:

> Public school educators as employees of the state in the elaborate program of building a good citizenry should not fear to encourage students in the free expression and exchange of ideas....

The attorney generals in Washington and Florida provided copies of statements that concerned student journalists at the college level. Idaho has issued no official statements pertaining to student publications.

The Michigan attorney general referred to a background statement which reported that "research fails to disclose any decision of the Michigan Supreme Court on the question of rules and regulations concerning school publications."

Certainly it is appropriate for student journalists to invite the attorney general and superintendent of schools for copies of official positions taken on the emerging rights of high school students, especially student journalists.